

SEAP Meeting – October 7, 2004

Status Update: ANNUAL PERFORMANCE REPORT/IMPROVEMENT PLAN

PRIORITY ONE: Elementary Achievement

Desired result: Improved reading instruction K-4th grade for students with disabilities to comply with NCLB.

Improved math instruction K-4th grade for students with disabilities to comply with NCLB.

Improvement Strategies	Benchmarks/Activities	Timeline	Status
IEP teams will utilize the grade level expectations for reading for SWD in grades K-4 (reading and math) versions of GLEs to special education directors, parents and special education teachers on the DESE web; Sent SELS message with link to GLEs			Final 2003-04 Available
04	Training developed on how to incorporate the GLEs into IEPs		2003-
Research-based practice information regarding reading & math instruction for SWD will be implemented at the local level	Not started		
poverty identified	Research-based models and materials effective for SWD and high		
identified	2004-05	Reading First, MRI & MMI	
MRI/MMI)	Collaboration with existing DESE reading initiatives (Reading First,		
Technical assistance and training in the use of appropriate accommodations will be developed	2004-05	In process	
assistance and training developed	May 2005	Pending	Technical
Distribute materials to families regarding strategies to increase reading skills	Not yet started	Develop materials Jan 2005	
	Distribute materials	May 2005	Not yet started

Desired result:

The DESE ensures that general and special education personnel are trained in appropriate content to improve the achievement of students with disabilities grades K-4.

Improvement Strategies	Benchmarks/Activities	Timeline	Status
Develop and implement professional development training curricula on access to the general education classroom such as:			

- Differentiated Instruction
- Problem solving for high quality interventions
- Quality eligibility determinations
- Positive Behavioral Interventions & Supports (PBS/PBIS)
- Curriculum-based Measurement (CBM)
- K-12 LRE
- ECSE LRE
- Measurable Goals & Objectives (MGO)
- Self-determination
- Differentiated Instruction for Vocational Education (K-4)

Curricula developed	2003-04	Differentiated Instruction for Vocational Education is typo – should not be a listed strategy.
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Development: Completed on all

Implementation:

Self-determination Train the Trainer completed Summer 2004; regional training will be available this school year		
Coordinated plan developed for training general educators with Title I, Leadership Academy, Accelerated Schools, and RPDCs	2004-05	Pending
Embed content of the curriculum in pre-service education coursework		Meet with IHE
representatives; provide training on seven curricula	2003-04	Complete
Meeting convened with IHE representatives, workgroup convened to develop strategies and timelines	2004-05	Spring 05
Develop and implement training for educators regarding data-based decision-making		Collaborate with
Teacher & Urban Ed for recommendations; develop collaborative activity plan; develop & implement training		

for Special Education & Curriculum Directors in 9 RPDC regions; provide targeted technical assistance to districts based on data through special education consultants 2003-04 Program Evaluation training developed and unveiled at Special Education Administrator's Conference Sept 04; materials available on web; training through Special Ed Consultants
Create from the MAP assessment a usable system of the data designed to help teachers move SWD to the proficient level Implement Crystal Reports; Review content of reports on SWD; Develop content for district training Jan 2004 train on Crystal reports

April 2005 Crystal reports data integrated into SEMSA
2004;

Crystal Reports available to schools Aug

Develop & implement a web-based application for the special education district profile Collaborate with MSIP and Core Data to develop web reporting of data; develop policies to address issues of confidentiality and small cell size 2004-05 Static reports currently available on web as pdf; In progress to move reports to Crystal Reports system by end of FY 05

- Develop online professional development modules and study group resources for online reference for professional development Discuss with IHE faculty and CISE possibilities of offering web-based training for parents & teachers regarding increasing student achievement
- Determine learning community resources
- Identify existing modules to put online
- Place resources online for easy access

Survey use of PD resources online 2004-05 begin PD modules for First Steps being placed online as pilot Spring 2005; Resources for PBIS being placed online as pilot of Community of Practice (CoP) Winter 2004.

These pilots will inform placement of other modules and information in distance learning format.

Desired result:

Special education personnel reporting system is used for data-based decisions to assist in improving the achievement of SWD

Improvement Strategies	Benchmarks/Activities	Timeline	Status
Conduct a statewide study regarding the current duties, amounts of instructional time and caseloads for special education personnel	Develop RFP & conduct study Determined unnecessary	2003-04	
Revise Core Data Reporting of special education personnel screens	2004-05	Revise existing core data Complete	

Desired result:

Active parent involvement in their child's education is promoted to assist in improving the achievement of students with disabilities.

Improvement Strategies	Benchmarks/Activities	Timeline	Status
Collaborate with stakeholders to promote successful models of parent involvement committee to discuss effective parent involvement strategies; discuss PAC grant successes and barriers in-house	Jan 04 Collaborate with MPACT to disseminate best practice information Not started	Convene SEAP EP Not started	
Identify successful parent involvement models	Aug 04	Not	
Develop training curricula for educators and families regarding facilitation of IEP meetings appropriate content	May 05 Not started	Develop/adapt	

Desired result:

To create a public awareness campaign around early childhood through primary grade learning and developmental needs to improve achievement of SWD

Improvement Strategies	Benchmarks/Activities	Timeline	Status
Establish ongoing dialogue among personnel at DESE and school administrators and agencies to provide leadership and guidance on issues related to providing appropriate services to preschool children, including those with disabilities	Identify stakeholders; Develop guidance; Review & Revise policies;		
Disseminate best practices	2004-05 Begin	Spring 2005	
Analyze the existing data regarding ECSE to determine the impact of ECSE services on achievement (Early Entry Profile, LRE, ECSE applications, compliance monitoring)		Collect & implement data; develop plan with recommendations	
	2004-05 Begin	All ECSE students who are K-eligible for 2005-06 will participate in Early Childhood Exit Assessment, an observational assessment of what children know and can do as they exit early childhood programs (Missouri Preschool Project, ECSE, and Title I Preschools).	